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ABSTRACT

The Certificate of Initial Mastery (CIM) Academy summer school in Portland, Oregon, is a public school program that provides additional support to students in grades 5 through 8 who are not meeting state and district standards in reading and mathematics. Summer 2000 was the second year of this program, and this session benefited from the evaluation of the previous year's program. The CIM Academy was held at 8 sites, with 1,136 students participating regularly in the 24-day program. Reading instruction focused on literal and inferential comprehension, and mathematics instruction focused on calculation/estimation and algebraic relationships. Students in all grades received writing instruction or practice. The program evaluation, which included staff interviews and a survey completed by 112 parents, indicated that the CIM Academy was successful in meeting all its goals for summer 2000. The average daily attendance goal of 90% was surpassed with an average daily attendance of 92.5%. Thirty-one percent to 41% of the students below state standards in reading and mathematics moved to a higher achievement category, surpassing the goal of 30% advancement. The CIM Academy helped students improve their academic achievement even beyond the attainment of the summer school goals, with the largest gains made by students who were not yet meeting state and district standards when they started the program. Other benefits included social contact during the summer, a safe summer activity, and the development of supportive relationships with teachers. Recommendations for program improvement center on administrative processes, better teacher training, and better student record keeping. Eight appendixes contain case studies, information about achievement gains, the parent and teacher interview protocols, and supplemental reports. (Contains 7 tables and 18 figures.) (SLD)

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CIM Academy Summer School

A Report of the Evaluation of the 2000 Summer School

Prepared by
Fredrick King, Ed.D., and Jared Kobak

Research, Evaluation & Assessment
November 2000

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and all the dedicated teachers, parents, and students who took part in the CIM Academy

Evaluation of the 2000 CIM Academy Summer School

EXECUTIVE SUMMARY

The CIM Academy summer school is a Portland Public Schools program that provides additional support for students in grades five through eight who are not yet meeting State and District standards in reading and mathematics. Summer 2000 was the second year of this program. The CIM Academy built on the strengths of and the lessons learned from the 1999 program.

The evaluation of last year's CIM Academy suggested several areas of potential improvement, including better long-range planning, enhanced training for teachers and clarification of the role of head teachers. It was also recommended that fifth grade students should be in separate instructional groups to help with the difficulties they face with the transition to middle school.

The 2000 CIM Academy benefited from a planning process that began as soon as the 1999 summer school ended. CIM Academy staff met with curriculum, instructional and evaluation specialists to develop a set of measurable goals for the program, additional curriculum and training activities, and additional evaluation activities. The CIM Academy was held at eight sites. A total of 1,136 students in grades five through eight regularly attended the 24-day summer school program during June and July 2000.

Reading instruction focused on two goals: literal and inferential comprehension. Students in all grades made gains in these goals. Mathematics instruction also focused on two goals, calculation/estimations and algebraic relationships. Students in all grades received writing instruction or practice through work samples or reading response journals.

The CIM Academy was successful in reaching all of the goals it set for the 2000 summer school:

- The average daily attendance goal of 90% was surpassed with an attendance rate of 92.5%.
- The goal of having 30% of the students who were below State standards in reading and mathematics move to a higher achievement category was exceeded, with 31% to

41% of those students moving to higher achievement categories in the four targeted goal areas of the summer school.

-

- More than 69% of the students in grades six, seven and eight produced writing work samples and more than 75% of the students in each grade produced mathematics work samples, exceeding the goal of having 60% of students produce these work samples.

The CIM Academy helped students to improve their academic achievement even beyond the attainment of the summer school goals. Comparing data from tests taken before and after the program, we found that students in all four grade levels made gains in the two reading goals: literal and inferential comprehension. In mathematics, students in the sixth and eighth grades made gains in calculations/estimations, and sixth, seventh and eighth graders made gains in algebraic relationships. These gains were considered educationally significant for the following groups:

- Fifth, sixth, seventh and eighth grades in literal comprehension
- Fifth and eighth grades in inferential comprehension
- Sixth and eighth grades in calculations/estimations
- Sixth, seventh and eighth grades in algebraic relationships

Students who were not yet meeting State and District standards when they started the summer program made even larger gains. Other benefits of the program included the opportunities the CIM Academy gave students to develop and maintain social contacts in school, the opportunity to participate in a safe activity during the summer, and the opportunity to develop supportive relationships with teachers.

In addition to evaluating impacts on students enrolled in the 2000 CIM Academy, a follow-up evaluation of students in the 1999 program was conducted. Results from that and the current year's evaluation led to several ideas for improving the CIM Academy in future years. The recommendations include:

- Improve the registration process.
- Determine the ideal enrollment balance between students who are meeting academic standards and those who are not meeting those standards.
- Expand recruitment to reach more students who need the program.

- Take steps to improve the quality of the writing and mathematics work samples.
- Continue to improve the training provided to CIM Academy teachers.
- Develop a more consistent and workable attendance policy.

Evaluation of the

2000 CIM Academy Summer School

I. Introduction

Since 1991, the Oregon Education Act for the 21st Century has been the source of many education reforms in the state. This legislation was intended to improve student achievement, in part, by holding students accountable for achieving high academic standards through tests and performance tasks. Students across the state are now expected to demonstrate their mastery of academic content. The new academic standards are more challenging than previous expectations for students, and are intended to help students graduate from high school better prepared for college, employment and adult life. These standards are the same for every school in the state, allowing students, parents and teachers to know what students should learn in every subject area.

The Certificate of Initial Mastery, or CIM, is one of the milestones students are expected to pass in achieving these standards. Beginning in tenth grade, students in high school have an opportunity to demonstrate their academic achievement by earning a CIM. Students earn a CIM by demonstrating their mastery of content through multiple-choice tests, performance assessments and classroom work samples.

Portland Public Schools (PPS) monitors student progress toward meeting these standards throughout elementary and middle school. Students take State assessments in grades 3, 5, 8 and 10, and District tests in grades 4, 6 and 7.

In addition to holding students accountable, the Oregon Education Act for the 21st Century supports student learning by focusing curriculum and instruction on these higher standards. In the summer of 1999, Portland Public Schools established a CIM Academy summer school to offer additional instructional support for students to meet the standards. This summer school was a six-week session of classes in reading and mathematics held at nine sites. It was designed to give students in grades five through eight additional time to master academic material and to complete work samples. In the summer of 2000, Portland Public Schools offered the CIM Academy summer school program as a five-week program at eight sites. The ninth site, last year held at the Center for Self-Enhancement, Inc, was this year incorporated

into the program at Whitaker Middle School.

The following goals were set for the 2000 CIM Academy summer school:

1. The average daily attendance for the CIM Academy will be at least 90% for the 24 half days.

2. Thirty percent of the CIM Academy students who are below State standards in reading as measured by the Spring 2000 State or District assessment will move to a higher achievement category in literal and inferential comprehension based on a summer school posttest. Student growth toward meeting State standards will be based on the five progress categories (Exceed Standard, Meet Standard, Close to Meeting Standard, Low and Very Low) identified by the Oregon Department of Education.

3. Thirty percent of the students who are below State standards in mathematics as measured by the Spring 2000 State or District assessment will move to a higher achievement category in calculations/estimations and algebraic relationships based on a summer school posttest.

4. Sixty percent of CIM Academy students will complete a math work sample in calculations/estimations (sixth grade) or in algebraic relationships (seventh and eighth grade).

5. Sixty percent of sixth, seventh and eighth grade students will complete one writing work sample.

II. Program Description

PLANNING. The CIM Academy summer school was designed to provide additional instruction for middle school students scoring below the State and District standards on State and District multiple-choice tests. Planning for the year 2000 CIM Academy summer school began as soon as the 1999 CIM Academy summer school ended.

CIM Academy staff collaborated in the evaluation of the 1999 program from October through December 1999. A planning team composed of CIM Academy summer school staff, content area Instructional Specialists, support services and evaluators met monthly between December 1999 and June 2000. This team reviewed all aspects of the 1999 summer school program to improve the program in summer 2000. The team recommended modifying the fifth grade curriculum and measuring changes in student attitude. They also dis-

cussed including students who had already met CIM benchmarks among the student body. They considered the possibility of allowing students to take classes only in the subject areas where they have problems. The planning team also adopted a recommendation to group fifth grade students separately for instruction to improve academic achievement and to ease their transition into middle school.

Language arts and mathematics head teachers from the 1999 program met to identify effective program components to retain in 2000, to make recommendations for assessment and to discuss teacher training. The goal for language arts instruction was to improve student skills in literal and inferential comprehension. The goal for mathematics instruction was to improve student skills in calculations/estimations and algebraic relationships. The curriculum designers also wanted to include practice in communicating mathematical thinking and problem-solving.

The language arts head teachers suggested several changes in the curriculum for the summer program, such as reducing the use of TRIBES community-building materials, and incorporating test-taking skills into the curriculum. They also reviewed the evaluation of the 1999 CIM Academy summer school and discussed implications of planned changes in the evaluation. They discussed the expansion of the evaluation to include a follow-up analysis of attendance and achievement for 1999 summer school participants, and student case studies.

An Assessment Committee reviewed the evaluation plan developed by Research, Evaluation & Assessment. This committee discussed the potential effects of having separate fifth grade instruction and the need for new mathematics tests that focused more directly on the mathematics goals set for the summer program. A decision was made to include both diagnostic and achievement testing for mathematics. This committee also decided to include an analysis of how student achievement changed across achievement level categories in the evaluation. As a result of committee deliberations, PPS contracted with the Northwest Evaluation Association to develop new mathematics and reading posttests for the CIM Academy summer school program.

OPERATION OF THE PROGRAM. Two program coordinators, Betty Campbell and Jacquelyn Sage, directed the CIM Academy. The program was offered for fifth through eighth graders at eight sites: Binnsmead, Gregory Heights, Ockley Green, Portsmouth, Whitaker, Lane, and Kellogg Middle Schools and Wilson High School. Middle school students attended the summer program at Wilson High School because the neighborhood middle school was being renovated. Each site had a principal and two head teachers, one for mathematics and one for language arts. Each head teachers worked at two school sites. These head teachers supported the classroom teachers by modeling instruction and teaching

specific lessons. Training for teachers was provided on June 20-21. Goal setting sessions for students and parents were held on the afternoon and evening of Thursday, June 22. Parents were informed about the CIM Academy in a variety of ways. Some schools included information about the summer program in their bulletins, some distributed information about it at Family Nights, and others sent information home to individual parents.

The CIM Academy sites used three different arrangements to group students for instruction depending on the number of students enrolled and their academic needs. At all sites, fifth grade students were grouped separately. Classes were small, with 12 students in fifth grade classes and 15 students per class in other grade levels.

Table 1
CIM Academy Sites and Instructional Groups

School Sites	Instructional Groups
Binnsmead, Portsmouth, Whitaker, Wilson	5 6/7 8
Gregory Heights, Lane, Ockley Green	5 6/7 7/8
Kellogg	5 6 6/7 7 8

CURRICULUM. One goal of the 2000 CIM Academy summer school was to increase student reading achievement in literal and inferential comprehension. Model lessons that focused on these goals were provided to the summer school teachers to adapt for their classes. Teachers were given specific strategies to improve students' literal comprehension of texts, like SQ3R (Survey, Question, Read, Recite and Review) and RCRC (Read, Cover, Recite, Check). For students who had trouble with summarizing ideas, there were lessons that focused on the key components of summarization. To boost inferential comprehension, teachers helped students to understand what inferences are and gave them strategies for making inferences based on texts and their own experiences. CIM Academy students were led in guided reading of short stories with opportunities to make inferences. The focus on literal and inferential comprehension was also supported by texts used in the program. Teachers could choose from a wide variety of materials to suit the reading levels of their students. These included high interest novels and fictional short stories, followed by questions to test the students' inferential and literal comprehension.

CIM Academy teachers were provided with lesson plans and suggestions on how to use class time. Teachers had the option to use the planned lessons in sequence or to select which lessons to teach. Teachers were also given a model of how to teach the reading period; this in-

cluded the amount of time to spend on oral reading, responding in journals, and other class activities. Teachers were given guidelines for using reading aloud as a learning activity along with literal and inferential comprehension questions based on the readings. The CIM Academy also used the Rewards Program to teach students to read multi-syllabic words. Several times a week, all students were asked to make entries in reading response journals.

Several changes were made in the fifth grade curriculum to improve instruction. In 2000, fifth grade students were given separate, smaller classes instead of being combined with sixth graders. A fifth grade teacher adapted some language arts lesson plans and developed additional fifth grade lessons. In order to devote additional class time to building reading comprehension skills, fifth grade students were not required to produce writing samples. Fifth graders did get writing practice by making entries in their reading response journals.

Sixth, seventh and eighth grade students were required to produce one persuasive, narrative or imaginative writing sample.

Three mathematics curricula were developed: one for fifth grade, one for a combined sixth and seventh grade, and one for eighth grade. Each focused on a few key concepts: multiplication, division and fractions in fifth grade; ratio, proportion and order of operations in sixth-seventh grade; integers and algebraic operations in eighth grade. For every grade level, specific mathematics lessons were written for each day of summer school. Each day's lesson included a warm-up, a whole group lesson, review and practice, and homework. In addition to the pre and post mathematics achievement test, each student took a diagnostic test developed by PPS Curriculum and Instructional Specialists at the beginning and at the end of the summer program to assess math computation skill. Summer school teachers taught the specific skills the students needed based on the results of the diagnostic test.

The daily lessons used a variety of teaching styles, including small group work and whole class instruction. The fifth grade mathematics lessons were based on the regular school curriculum: *Investigations in Number, Data and Space.* The sixth, seventh and eighth grades were taught with materials drawn primarily from the *Math in Context* program. An effort was made to provide students with a real world context for understanding math concepts. The teachers were given a variety of methods to teach key concepts with the use of manipulatives, hands-on learning, visuals and physical models. One new feature of the eighth grade math classes was called "Checkout," during which each student was asked to write something about what they did during the class.

III. Evaluation Methodology

The Portland Public Schools Research, Evaluation & Assessment Department, in collaboration with the coordinator of the CIM Academy, designed the program evaluation and collected both the qualitative and quantitative data for this report. The evaluation combines several different research methods in an attempt to determine the benefits and outcomes for students and the impact of the program on student achievement. The evaluation report includes information on the following aspects of the program:

- Student attendance in the summer program
- Student achievement in reading and mathematics on multiple-choice tests
- Student work samples in writing and mathematics completed in the program
- Student computation and problem-solving skills in mathematics diagnostic tests
- Parent satisfaction with summer school
- Perceptions of the program based on interviews with staff

The attendance data describes the number of students enrolled in the summer program, their grade levels, and the schools they attended. Demographic characteristics of the student population, such as gender and ethnicity, are also presented. The data on work samples analyzes the number of work samples completed by students.

At the beginning of summer school, students took a 30-item multiple-choice test in reading, similar to the Portland Achievement Levels Test (PALT). They also took a mathematics diagnostic test. While the multiple-choice test showed the students' achievement level, the diagnostic test indicated which specific math skills the student possessed. During the last week of summer school, students took parallel multiple-choice tests in reading and math, and a mathematics diagnostic test. The reading tests focused on inferential comprehension and literal comprehension, while the mathematics tests focused on calculations/estimations and algebraic relationships. Academic achievement growth in reading was measured by comparing the scores on the reading tests given at the beginning and the end of the program. Growth in mathematics achievement was measured by comparing scores on the multiple-choice test in mathematics with scores on the Spring 2000 State and District assessments.

Qualitative data were collected through participation in planning meetings, observation of teacher training sessions, and six personal interviews with key participants in the summer school:

- Jacquelyn Sage, Coordinator, CIM Academy summer school

- Andy Clark, Mathematics Curriculum Specialist
- Marcia LaViolette, Middle School Literacy Teacher on Special Assignment
- Anne Ryan, CIM Academy Language Arts head teacher
- Cherie McGrew, Curriculum Consultant
- Denise Larson, Grade Five Curriculum Consultant

Evaluation Questions

The following questions were addressed in this evaluation:

1. How was the CIM Academy summer school curriculum designed? What process was used to develop the instructional program?
2. How many and what types of students (by grade, gender, ethnicity, and achievement category) participated in the CIM Academy summer school?
3. How did the program operate at the eight sites?
4. To what extent did CIM Academy participants who were below State and District standards show improvements in meeting the standards in reading and mathematics?
5. To what extent did students complete required work samples?
6. What other effects did the program have on student achievement?
7. What other outcomes did the program have?

IV. Results

Student Demographics

A total of 1,528 students registered for or attended the CIM Academy summer school. Of those students, 392 (26%) either did not attend classes or withdrew before completion of the program. Of the remaining 1,136 students, 1,073 (94%) were Portland Public Schools students. This report includes information about those 1,073 students. The remaining 63 students were from other school districts both within and outside of Oregon.

Table 2 compares the gender of CIM Academy students with District students in grades five through eight who did not meet State and District standards in Spring 2000. The population of the summer program closely matched the distribution of District students who were not yet meeting State and District standards in reading, but matched less well with the distribution of District students not yet meeting the mathematics standards.

Table 2

Gender of CIM Academy Students and District Comparison Students

	CIM Academy Students				District Students Not Meeting in Math				District Students Not Meeting in Reading			
	Female		Male		Female		Male		Female		Male	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Fifth	148	47.9%	161	52.1%	564	55.5%	453	44.5%	470	45.4%	564	54.5%
Sixth	126	43.6%	163	56.4%	579	50.3%	573	49.7%	531	45.2%	643	54.8%
Seventh	113	44.8%	139	55.2%	654	52.8%	585	47.2%	555	45.9%	654	54.1%
Eighth	104	46.6%	119	53.4%	776	50.5%	762	49.5%	592	44.8%	729	55.2%
Total	**491**	**45.8%**	**582**	**54.2%**	**2573**	**52.0%**	**2373**	**48.0%**	**2148**	**45.3%**	**2590**	**54.7%**

Table 3 compares the ethnicity of CIM Academy students to the ethnicity of District students in grades five through eight who did not meet State and District standards in Spring 2000. Compared to District students who were not yet meeting the standards, there were more African-American students in the CIM Academy. European-American students were underrepresented in the CIM Academy.

Table 3

Ethnicity of CIM Academy Students and District Comparison Students

	CIM Academy Students		District Students Not Meeting in Math		District Students Not Meeting in Reading	
	N	Percent	N	Percent	N	Percent
American Indian	23	2.1%	171	3.5%	153	3.2%
European American/White	435	40.5%	2405	49.6%	2208	46.7%
African American/Black	374	34.9%	1336	27.5%	1280	27.1%
Asian American	114	10.6%	368	7.6%	514	10.9%
Hispanic American/Latino	127	11.8%	571	11.8%	576	12.2%
Total	**1073**	**100.0%**	**4851**	**100.0%**	**4731**	**100.0%**

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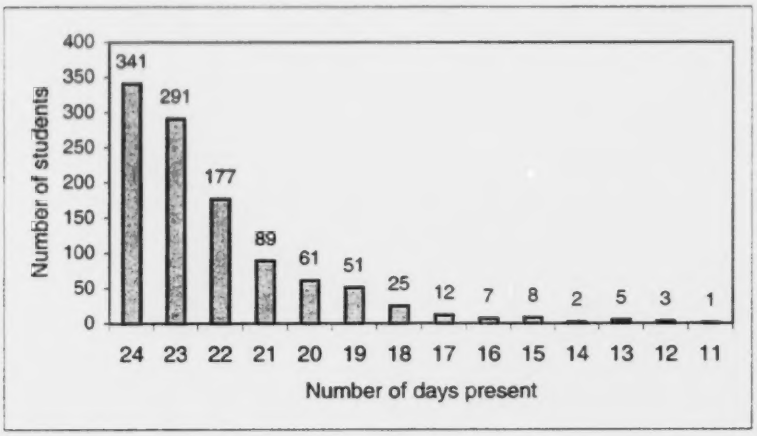
Student Attendance

The CIM Academy summer school operated a total of 24 half days at the eight PPS sites during summer 2000. Attendance data was available for 1,073 Portland Public Schools students. Figure 1 is a frequency distribution of the number of students by the number of days present at summer school. Overall, students attended summer school an average of 22.2 days. Student attendance, excluding the students who left the program, was 92.5%. There were only slight differences in attendance rates by grade level. Grades five and six had the highest attendance rates (93.5% and 92.4%, respectively), while the seventh and eighth grade had rates of 92.7% and 92.4%, respectively.

Figure 1

Frequency of Attendance by Students at CIM Academy, 2000



Student Achievement

READING. To measure changes in student achievement in reading, each student was given a 30-question multiple-choice reading test developed by Northwest Evaluation Association. Parallel forms of the test were administered at the beginning and at the end of the program. This test was a variation of the Portland Achievement Levels Tests (PALT) and emphasized two reading goals: literal and inferential comprehension. Of the 1,073 Portland Public Schools students in summer school, there are reading pretest scores for 1,015 students. Of these 1,015, 709 (69.9%) had scores below State and District standards on the reading pretest given during the first week of summer school.

Figure 2 shows the percentage of students in each grade level who were meeting or exceed-

ing State and District standards in literal comprehension, both at the beginning of the summer program and at its conclusion. This is based on data from 728 students (67.9% of the 1,073 Portland Public Schools students in the program) for whom both pre- and posttest reading scores were available. There was an increase in the percentage of students meeting the standard at every grade level. The percentage of fifth grade students meeting or exceeding the standard on this reading goal almost doubled. There was a 14.3% increase in the percentage of sixth grade students meeting or exceeding the standard for literal comprehension. The seventh grade percentage increased by 8.8% and the eighth grade increased by 13.3 %. It is important to consider that some of the students in this program were *already* meeting or exceeding State and District standards at the beginning of the program, and thus could not move into that group.

Figure 2

Percent Meeting or Exceeding State and District Standards by Grade Level
Reading–Literal Comprehension

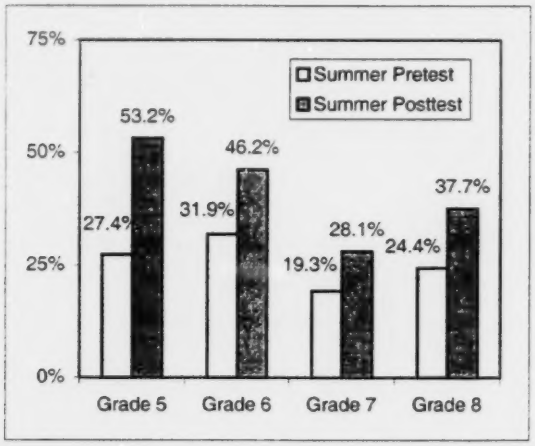


Figure 3 shows the percentage of CIM Academy students meeting or exceeding State and District standards in inferential comprehension before and after summer school. The percentage of students meeting or exceeding standards in this goal also increased in each grade level (although this increase was very slight for grade six). The percentage of fifth grade students meeting the standard on this goal increased 10.4%. There was a 0.5% increase for sixth graders in inferential comprehension, while the percentage of seventh grade students meeting the standard increased 8.8% and the percentage of eighth graders increased 10.5%

Figure 3

Percent Meeting or Exceeding State and District Standards by Grade Level
Reading–Inferential Comprehension

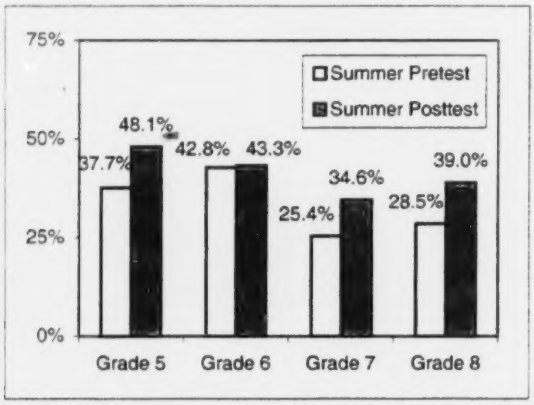
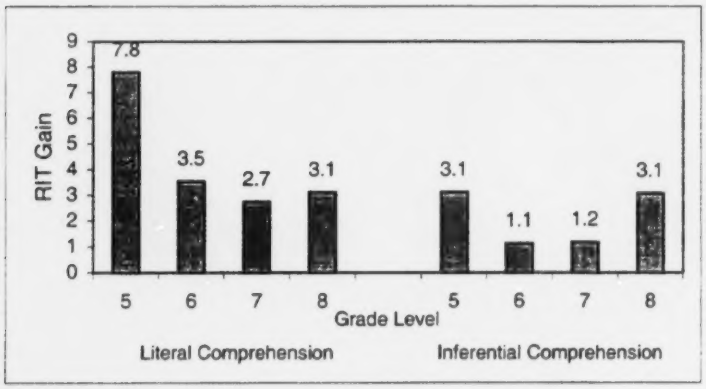


Figure 4 shows the mean achievement gain by students on the two reading goals that were the focus of instruction in the summer program: literal and inferential comprehension. All four grade levels had substantial test score (RIT) gains in literal comprehension scores. The gain in literal comprehension was especially dramatic in grade five, which had a mean gain of 7.8 RIT points. Gains were smaller, though still positive, in inferential comprehension.

Figure 4

Mean Student Achievement Gains in Reading
Literal and Inferential Comprehension by Grade Level



MATHEMATICS. The CIM Academy mathematics curriculum focused on two goal areas: calculations/estimations and algebraic relationships. In addition, students completed math diagnostic tests to determine the areas of mathematics with which they had difficulty. Re-

sults of these diagnostic tests are discussed later in this report. Of the 1,073 Portland Public Schools students in the summer program, there are pretest scores available for 862 students. Of these 862 students, 534 (61.9%) did not meet the standard for calculations/estimations and 535 (62.1%) of those 862 students did not meet the standard for algebraic relationships. Student achievement in mathematics was assessed with a 30-question multiple-choice posttest.

Figure 5 shows changes in the percentage of CIM Academy students meeting or exceeding State and District standards in calculations/estimations. This figure is based on test scores from 787 students (73.3% of the 1,073 Portland Public Schools students in the program) who had both pre- and posttest scores. The percentage of students in grade six meeting or exceeding this standard increased 7.3%. The percentage of eighth grade students meeting or exceeding the standard increased by 4%. There was a surprising decrease of 13% in the percentage of fifth grade students meeting the standard for calculations/estimations, however, and a decrease of 1.9% in the percentage of seventh grade students meeting the standard. Nothing obvious can account for these declines, but closer analyses performed in the future may suggest possible explanations.

Figure 5

Percent Meeting or Exceeding State and District Standards by Grade Level
Mathematics–Calculations/Estimations

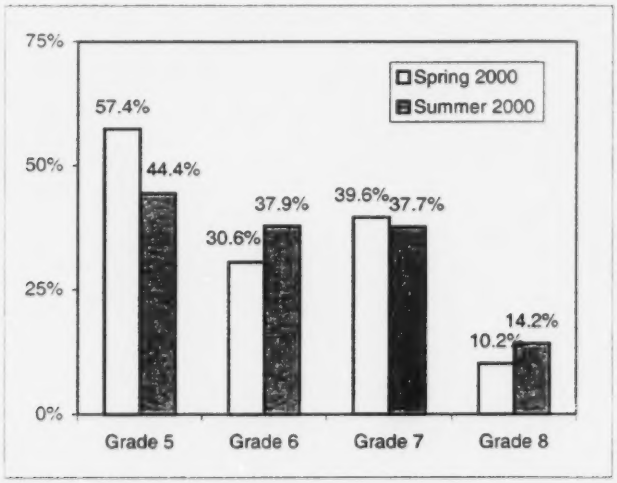


Figure 6 shows changes in the percentage of students meeting or exceeding State and District standards on the second mathematics goal, algebraic relationships. There were increases in the percentage of students meeting standards in this math goal in all grades except fifth grade. The percentage of fifth grade students meeting or exceeding the standard in algebraic

relationships decreased 5.3%. This percentage increased 9.7% for grade six and 3.9% for grade seven. This percentage more than doubled for grade eight, moving from 9.1% to 18.5%.

Figure 6

Percent Meeting or Exceeding State and District Standards by Grade Level
Mathematics–Algebraic Relationships

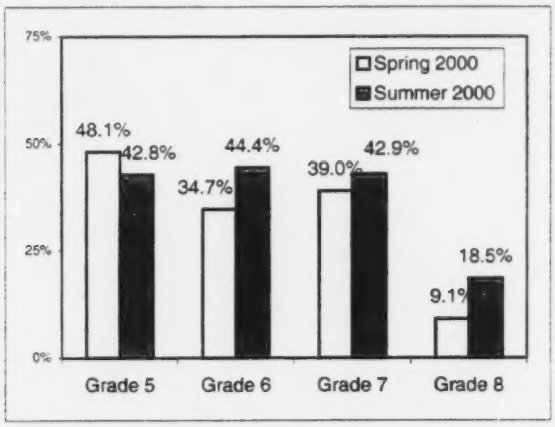
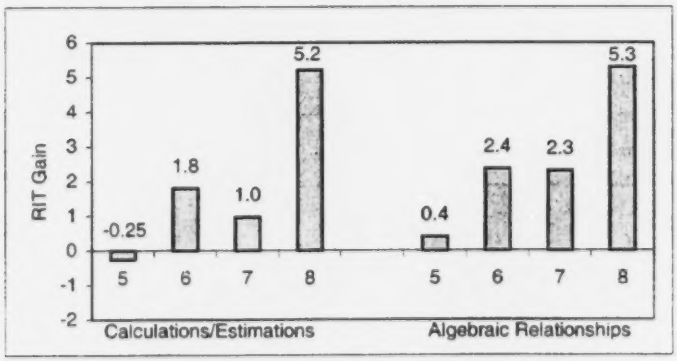


Figure 7 shows the average changes in scores of CIM Academy students on the two mathematics goals that were the focus of instruction in the summer program: calculations/estimations and algebraic relationships. For calculations/estimations, there was an average drop of 0.25 points for grade five, while the other grades had gains on this goal. Students in all four grade levels had mean RIT gains for algebraic relationships. The gains for both goals were largest for grade eight.

Figure 7

Mean Student Achievement Gains in Mathematics
Calculations/Estimations and Algebraic Relationships by Grade Level



SIGNIFICANCE AND EFFECT SIZE. In reading, the gains in all grade levels were statistically significant for literal comprehension. The gains in inferential comprehension were significant for grades five and eight. In mathematics, gains for calculations/estimations were significant for grades six and eight. The gains for algebraic relationships were significant for grades six, seven and eight. The statistical significance of the student achievement gains in reading and mathematics was calculated using a paired-samples t-test.

While many of the increases in RIT gains made by summer school students are statistically significant, the use of another statistic—effect size—helps to determine the educational significance of the gains. Statistical significance is strongly affected by sample size; the larger the sample, the smaller the difference in scores it takes to be statistically significant. Effect size is not influenced by sample size. In a way, effect size indicates whether the difference between students' pre- and posttests is large enough that educators should care. Typically, an effect size below .20 indicates that the difference in the test scores is not considered educationally significant. If the effect size is between .20 and .40, the difference is considered moderately educationally significant. An effect size of .40 or greater indicates a difference in test scores that is of substantial educational significance.

Table 4 shows the content areas for which CIM Academy students had gains of substantial and moderate educational significance. Gains of substantial educational significance were made in reading, literal comprehension in grades five and six, and for grade eight in both mathematics goals (calculations/estimations and algebraic relationships). Gains of moderate educational significance were made in reading, literal comprehension in grades seven and eight, in inferential comprehension in grades five and eight, in calculations/estimations for grade six, and in algebraic relationships for grades six and seven.

Table 4

Interpretation of Effect Size and Educational Significance of Student Achievement Gains

	READING		**MATHEMATICS**	
	Literal Comprehension	**Inferential Comprehension**	**Calculations/ Estimations**	**Algebraic Relationships**
Grade 5	Substantial	Moderate	Not significant	Not significant
Grade 6	Substantial	Not significant	Moderate	Moderate
Grade 7	Moderate	Not significant	Not significant	Moderate
Grade 8	Moderate	Moderate	Substantial	Substantial

Appendix B lists the number of students who had pretest and posttest scores, the gain scores for each goal in each grade level, the statistical significance level of the difference in scores and the effect size of these gains.

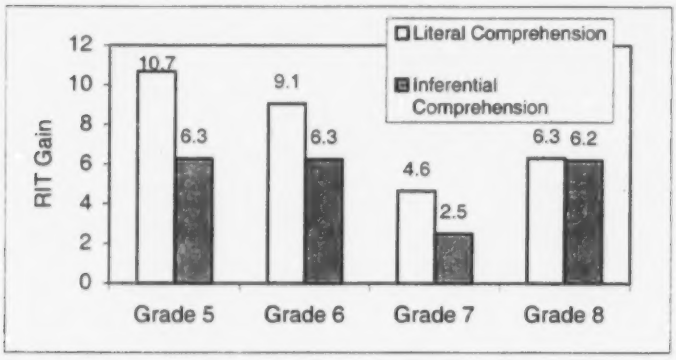
ACHIEVEMENT OF STUDENTS BELOW STATE AND DISTRICT STANDARDS. The discussion of achievement results in the previous section applies to all PPS students who attended the 2000 CIM Academy Summer School. Some of these students had test scores that already met or exceeded the standards for their grade level. Some students meet or exceed the standards in one content area, but need help in another. Other students may already meet the standards, but enroll in summer school to maintain their academic skills. PPS curriculum specialists and CIM Academy staff believe that the inclusion of these higher-achieving students is a benefit to the program. Higher-achieving students can serve as role models and group learning activity partners for lower-achieving students.

Since the goal of the CIM Academy was to improve achievement for students who were scoring below State and District standards, this section of the report describes the changes in achievement for this target group—students not yet meeting State and District standards.

As noted earlier, 709 students (69.9% of all PPS summer school students who had pretest scores) had scores below State and District standards on the reading pretest given during the first week of summer school. Of these 709 students, 485 (68.4%) also took the reading test at the end of the summer program. Figure 8 shows the average reading achievement gains in literal and inferential comprehension made by these students. Students in all four grades showed substantial mean gains in literal comprehension. Students in grade five had the largest mean gain. Students in all four grades also made gains in their scores on inferential comprehension, although these gains are generally not as dramatic.

Figure 8

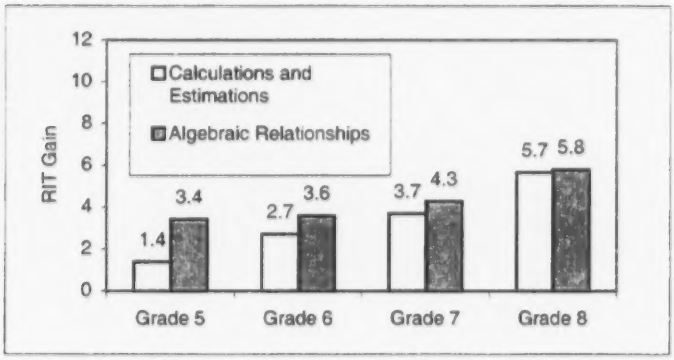
Mean Student Achievement Gains in Reading Goals for Students Below State and District Standard on Pretest



As previously reported, 534 (61.9% of the PPS students with pretest scores) did not meet the standard for calculations/estimations on the Spring 2000 Statewide and District assessments (pretest), and 535 of those 862 students did not meet the standard for algebraic relationships. Posttest scores are available for 529 (61.4%) of these students. Figure 9 shows the mean RIT gain by the target students on the two mathematics summer school goals: calculations/-estimations and algebraic relationships. At each grade level, there was a gain in the scores for calculations/estimations. There were even larger gains in algebraic relationships for all grades.

Figure 9

Mean Student Achievement Gains in Mathematics Goals for Students Below State and District Standards on Pretest



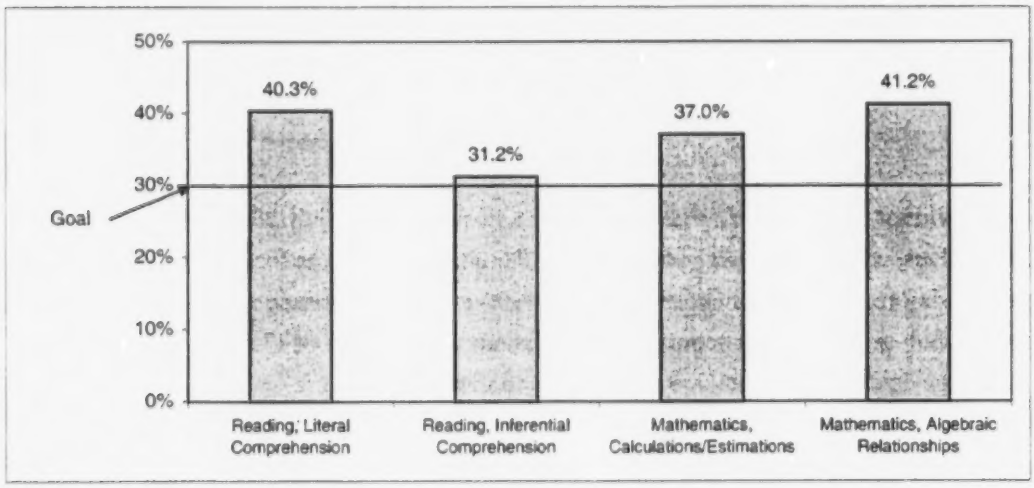
In summary, the students who started the summer program not yet meeting State and District standards had achievement gains substantially greater than those made by the CIM Academy students taken as a whole. These differences were larger for the reading goals of literal and inferential comprehension.

MOVEMENT WITHIN ACHIEVEMENT CATEGORIES. The evaluator analyzed the pre- and posttest scores of students who scored below State and District standards on the pretests in reading and mathematics to determine how students improved over the course of the summer program. In order to examine the changes in the pre- and posttest scores, five categories of achievement were used: 1) exceed standard, 2) meet standard, 3) nearly meet standard, 4) low, and 5) very low. These categories are based on the Oregon Department of Education's "Description of the Oregon School Report Card Rating System and Formulas" Technical Bulletin, February 2000. The scale score ranges for grades five and eight were taken directly from this bulletin, while the scale score ranges for grades six and seven were interpolated from those given. Appendix C lists the specific performance levels for these achievement categories.

Figure 10 shows the percent of CIM Academy students who were not yet meeting State and District reading standards on the pretest who moved from one category to a higher category on the posttest. The percentage of students who moved from one achievement category to a higher category ranged from 31% to 41% for the reading and mathematics goals.

Figure 10

Percentage of Students Moving to a Higher Achievement Category



Mathematics Diagnostic Test Results

In order to gain an understanding of how well summer school students learned grade appropriate math computation skills, students were given 15-question pre- and post-summer school mathematics diagnostic tests. The tests were developed by PPS mathematics specialists who were familiar with the summer school curriculum. The tests were administered in the first and last week of the summer school. The only difference between the pre- and posttest was that the numbers used in the computation items were changed.

Although the math diagnostic test differed greatly from the State Mathematics Assessment and the District's PALT, it was considered appropriate for three reasons: 1) the test attempted to measure how well the students learned the summer math curriculum; 2) the general skills necessary to perform well on the math diagnostic test transfer well to the State Math Assessment; and 3) students were required to demonstrate their "basic" math skills abilities because they were not allowed to use calculators on the math diagnostic test. Table 5 lists the average increase in test scores on the math diagnostic test for each grade level and the number of students tested. All grade levels had increases in the average scores on the math diagnostic test.

Table 5

Mathematics Diagnostic Test–Average Gain by Grade Level

Grade	Average Gain	Number of Students
5	17.5%	228
6	22.1%	216
7	22.6%	179
8	21.3%	153

It is important to understand that the math diagnostic test had only 15 questions with equal point values, with each correct answer worth 6.6 out of 100 points (or 6.6%). As a result, every additional correct answer leads to a 6.6% increase from pretest to posttest. For example, the fifth grade summer school students had an average gain of 17.5%, which represents an average of 2.65 additional correct answers on the math posttest.

Student Work Samples

The CIM Academy had a goal of having 60% of its sixth, seventh and eighth grade students complete one math work sample and one writing work sample. This goal was surpassed by

students in all three grade levels for both content areas. The students' work samples were rated using the benchmark/"anchor" based on the child's grade level in 1999-2000. Figure 11 shows the percentage of students in each grade who completed writing work samples. Grade six had the highest proportion of students producing writing work samples (76.1%).

Figure 11

Percentage of Students Completing Writing Work Samples

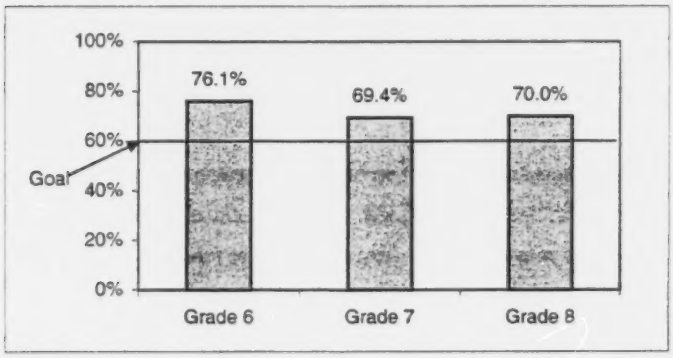
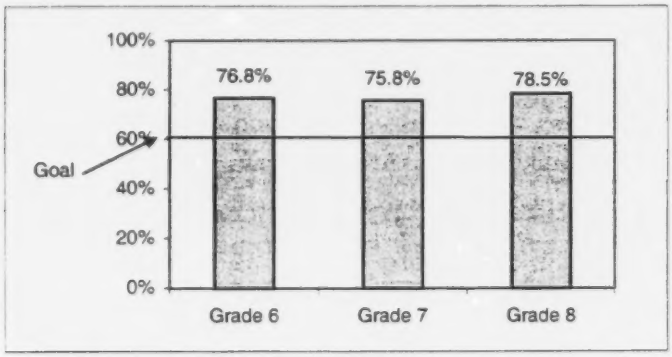


Figure 12 shows the percentage of students in grades six through eight who produced mathematics work samples during the summer program. Over 75% of the students in each grade produced mathematics work samples.

Figure 12

Percentage of Students Completing Mathematics Work Samples



Student Case Studies

Case studies of two students were conducted to include a more personal and student-centered perspective in the evaluation. CIM Academy staff were asked to nominate one student who attended the program both in 1999 and 2000, and one who attended in 1999 only.

Short excerpts from the case studies are presented here. The two complete case studies are in Appendix D. The first case study student is Miles, who attended the CIM Academy during the summer of 1999. The second case study student, Ali, attended the program in 1999 and 2000. Fictitious names are used to protect the students' identities.

MILES: 1999 CIM ACADEMY. Miles was struggling through seventh grade in 1998. Then he enrolled in the 1999 CIM Academy summer program. With renewed parental support for his academic achievement, he is now exceeding State standards in both reading and mathematics. Once an outsider and a loner, he is now a confident student who helps other students in math. He won first prize at his school's science fair and will take an advanced mathematics sequence at Benson High School.

While it was easy for a quiet, shy student to avoid the teacher's notice in a large classroom, Miles got more attention in the smaller CIM Academy classes. He got to know the teachers and the other students. It was easier for him to become part of the social group at summer school, and he met some of his best friends there. Miles's parents supported his progress in the summer school program and in the subsequent school year. They helped him with homework and took turns reading aloud from books like J.K. Rowling's Harry Potter books. In summer school, the small group, problem-solving approach to mathematics instruction produced in him a different attitude toward mathematics. Instead of an abstract set of rules, it became more practical and useful. "Something just clicked with him for math and it was astounding," Miles's father said. "He fell in love with mathematics." Once in need of an Individual Education Plan, Miles's Spring 2000 Oregon State test scores indicated that he is exceeding State standards in both reading and mathematics.

ALI: 1999 AND 2000 CIM ACADEMY. Ali attended the CIM Academy for two summers: the Self-Enhancement, Inc. (SEI) summer school in 1999 and at Ockley Green in 2000. Ali enjoyed the 1999 SEI program, which used a combination of academic classes and group recreation activities. "It was fun," Ali said. After a morning session of academic classes, the SEI recreation program started at noon, and participants rotated through an array of activities. "We did all kinds of stuff, basketball, kickball, community outreach and life skills." He recalled a community outreach activity in which the students cut weeds and cleaned up at the zoo, and an activity in life skills during which they watched movies about celebrities who came from difficult circumstances and succeeded. Ali credits the life skills activities for helping him stay out of trouble.

Ali found that the early starting time for the 2000 CIM Academy summer school helped "because you are brighter early in the day." He appreciated the teachers' efforts to help the students who needed help and the new instructional approaches used, like cooperative group

work.

Ali benefited from both summer school programs, moving from below standards in mathematics in grade seven to meeting standards in grade eight after the 1999 summer school. He also believes that the program helped him to stay out of trouble. At the beginning of the 2000 CIM Academy, he was still not yet meeting the reading standard, but by the end of the summer session he was exceeding the State standard for reading achievement in the two targeted goal areas.

Interviews

The evaluator interviewed staff of the CIM Academy, students who attended the program and their parents as part of this evaluation. The staff interviews covered a wide range of topics, including the registration process, teacher training, testing, and work samples. Changes in the teaching materials and assessments from the 1999 CIM Academy were described. Staff members also discussed changes in the curriculum for grade five, changes in writing and mathematics work sample requirements, the expanded range of reading materials available and differences in the CIM Academy program at different sites. Staff expressed a need to improve the registration process, creating a system that would avoid having most students register during the week before the program begins. They also suggested having dates for testing set well in advance of the program.

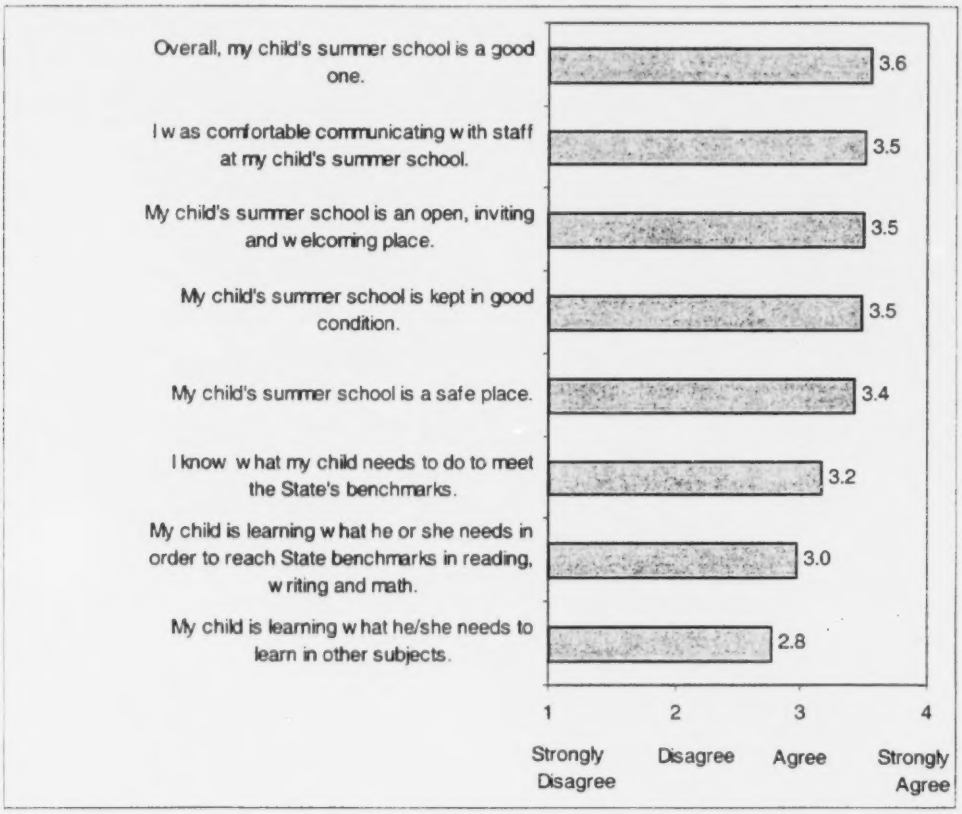
Survey of Parent Satisfaction with Summer School

The CIM Academy conducted a survey to determine the level of parents' satisfaction with the summer school program. A preprinted, postage-paid business reply survey card with ten questions was mailed to the parents of 1,136 students who registered for the program. A copy of the parent survey card is in Appendix E. A total of 112 survey forms (9.8%) were completed and returned to the Research, Evaluation & Assessment office. Parents were asked to rate their level of agreement or disagreement with statements about the summer program. The responses are summarized in Figure 13. In general, parents indicated a high level of satisfaction with the summer school program. Most parents agreed that they knew what was required of their children to meet the State's benchmarks and that their children were learning what they need to learn in order to reach State benchmarks in reading, writing and math. Most parents agreed or strongly agreed that their child's summer school was a good school, that it was an open, inviting, safe and welcoming place, and that it was kept in good condition. Most parents indicated that they were comfortable communicating with CIM Academy staff. The statement with the lowest agreement rating (2.8 on a 4-point scale) was "My child is learning what he/she needs to learn in other subjects." This is understandable, since reading and mathematics, not other subjects, were the instructional foci of the

summer school.

Figure 13

Satisfaction Survey Responses (n= 112)


Overall, my child's summer school is a good one.
3.6
I was comfortable communicating with staff at my child's summer school.
3.5
My child's summer school is an open, inviting and welcoming place.
3.5
My child's summer school is kept in good condition.
3.5
My child's summer school is a safe place.
3.4
I know what my child needs to do to meet the State's benchmarks.
3.2
My child is learning what he or she needs in order to reach State benchmarks in reading, writing and math.
3.0
My child is learning what he/she needs to learn in other subjects.
2.8
1
2
3
4
Strongly Disagree
Disagree
Agree
Strongly Agree

The survey also asked parents to compare the overall quality of instruction in the 2000 CIM Academy summer school to last year's summer program. Table 6 lists the number and percentage of responses to this question. The highest number of responses to this question (48%) was from parents who indicated that their child or children did not attend the CIM Academy last summer. About two-thirds of the parents who rated the quality of instruction indicated that they thought that it was getting better.

Table 6

Changes in Instructional Quality, 1999 to 2000

Response	Number	Percent	Percentage Rating Quality of Instruction
Getting better	26	24%	68%
Staying the same	9	8%	24%
Getting worse	3	3%	8%
Not sure	19	17%	0%
Child was not in summer school last summer	53	48%	0%
Total	110	100%	100%

A total of 41 parents returned comments on their surveys. These comments are summarized in Table 7. The largest number of comments (15) expressed satisfaction or praise for individual teachers or staff members.

Table 7

Comments from CIM Academy Parent Satisfaction Survey

Type of comment	Number	Percent
Happy with teachers and staff	15	37%
Happy with curriculum/instruction/how information was reported	2	5%
Unhappy with teachers and staff	7	17%
Unhappy with curriculum/instruction/how information was reported	6	15%
Concern with violence, CIM Academy hours conflicted with other summer programs, facilities were dirty, other	11	27%
Total	41	100%

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V. Discussion

The previous sections have provided a description of the summer school program and the results of our data collection and analysis. This section brings together those results and provides an overview of the findings of this evaluation. It is divided into three sections: a discussion of the overall conclusions regarding the summer school, a discussion of the strengths of the program, and a discussion of its weaknesses.

OVERALL CONCLUSIONS. The CIM Academy was successful in meeting its attendance goal of 90%. In fact, student attendance over the 24-day program was 92.5%.

Overall, the results indicate that the CIM Academy was successful in achieving all of the academic goals it set. This is especially apparent for reading in grade five. A number of changes were made to improve instruction for fifth grade students since the summer of 1999, and these changes have apparently yielded strong positive improvements in student achievement.

In reading, students in all grade levels had increases in average scores on the two goals that were the focus of the language arts curriculum: literal and inferential comprehension. The gains were generally larger for literal comprehension. The gains for all grades in literal comprehension were statistically significant, of substantial educational significance in grades five and six, and of moderate educational significance in grades seven and eight. The gains in inferential comprehension for grades five and eight were statistically significant and have moderate educational significance. The gains for grades six and seven in inferential comprehension were not statistically or educationally significant.

In math, students in all grade levels had increases in the average scores on the two goals, calculations/estimations and algebraic relationships, with the exception of grade five, which had a slight drop in average score in calculations/estimations that was not statistically significant. The gain for grade seven in calculations/estimations was also statistically insignificant. The gain in calculations/estimations for grade six was of moderate educational significance and the gain for grade eight on that goal was of substantial educational significance. Gains of moderate educational significance were made on the mathematics goal of algebraic relationships for grades six and seven, and of substantial educational significance for grade eight. The gain for grade five on this goal was not statistically significant.

The gains in student achievement for target students are even larger. The program was successful in attaining its goal of having at least 30% of the students who were below State and District standards in reading and mathematics move to higher achievement categories. Of these students, 40.3% moved to higher achievement categories in literal comprehension,

31.2% moved to higher achievement categories in inferential comprehension, 37.0% moved to higher achievement categories in calculations/estimations and 41.2% moved to higher achievement categories in algebraic relationships.

The program was successful in reaching the goal of having at least 60% of the students in grades six through eight complete writing work samples. In grade six, 76% completed these work samples, while 69% of the seventh grade students and 70% of the eighth grade students completed them. The program also achieved its goal of having at least 60% of the students in grades six through eight complete a mathematics work sample. In grade eight, 79% of the students completed mathematics work samples, while 77% of the students in grade six and 76% of the students in grade seven completed mathematics work samples.

Finally, CIM Academy students had increases in average scores on mathematics diagnostic tests in every grade level.

PROGRAM SUCCESSES. The achievement gains made by CIM Academy students are one indication that the program was very successful. These results suggest that the long-range program and curriculum planning efforts made by the staff during the 1999-2000 school year were important strengths of the program. The planning team started to develop plans for the 2000 CIM Academy as soon as the 1999 program ended. They used the experience gained during the first year of the program to make judgments about which features of the curriculum were the most useful. They identified specific academic goals and developed a complete evaluation plan. Teachers were able to start summer school with a complete sequence of lessons, test data for most of their students, and diagnostic information that indicated which math skills needed attention.

Another strength of the program was the use of head teacher teams. Head teachers participated in planning sessions for the CIM Academy, designed and taught the teacher training sessions and participated in the goal setting conferences with students and parents. During the summer, they taught some lessons and modeled other lessons for teachers. Head teachers were responsible for inventory and distribution of all teaching materials, testing materials and supplies. They assisted in preparing work sample prompts, monitored meal sessions and worked with principals on discipline issues. The roles of the head teacher teams were clarified in the 2000 CIM Academy, and this clarification made head teachers more effective in carrying out both administrative and instructional functions in the summer school.

It is clear that students who participate in the CIM Academy derive many other benefits beyond academic gains. The cases studies, interviews and follow-up data from the 1999 summer program suggest that these benefits include avoiding a loss of skills over the summer, the ability to develop and maintain social contacts in school, the opportunity to participate in

a safe activity during the summer, and the opportunity to develop supportive relationships with teachers and peers.

AREAS FOR IMPROVING THE PROGRAM. The CIM Academy had the most difficulty in attaining significant achievement gains in mathematics in grade five, in calculations/estimations for grade seven and in inferential comprehension in grades six and seven. Curriculum and instruction planning for next year should focus on those content areas and grade levels.

The CIM Academy has helped many students who are not yet meeting standards. The program also included some students who are already meeting or exceeding these standards, and there is some belief that their inclusion is beneficial to the program: students of higher achievement levels can serve as models for other students. However, there are still many students who are not meeting State and District standards who have not taken advantage of the program. Program planners should determine the ideal balance between students who are meeting standards and those who are not, and expand recruitment to reach more students who need the program.

The program met the goal of having 60% of the students produce writing and mathematics work samples. Students benefited from having an opportunity to practice creating work samples, and they can revise the summer work samples during the following school year. However, most of these work samples did not meet the standards for their grades. Planners for the 2001 CIM Academy should consider whether improvement in the quality of the writing and mathematics work samples is an important priority to address. Details of managing the work samples, like cover sheets and scoring, should be worked out in advance.

The training provided for CIM Academy teachers before the summer program was uniform for all staff. This required experienced teachers to attend the same sessions as new teachers. A more flexible approach, which allowed teachers to choose the segments they need, was used in 1999. Incorporating some aspects of choice in the training sessions may make the training sessions more engaging for teachers. Teachers should be allowed to select times in their instructional schedule for head teachers to work in their classes and negotiate these times with the head teachers. It may also be helpful to provide time at the training sessions for teachers to meet with their principals.

While the CIM Academy had a stated policy of allowing students only two absences during the summer program, this policy was not enforced uniformly. Some principals negotiated arrangements with parents and students to maintain the students' participation in the program. This suggests that these principals were not completely comfortable with a policy that allows only two absences. A different policy, one that the principals feel comfortable enforcing, may be needed. On the other hand, 26% of the students who registered for or

started the summer school program failed to complete it. Additional strategies to retain more students in the program may be needed.

The size of the CIM Academy program at Whitaker led to less interaction of teachers across content areas than at other sites, and made it logistically difficult to manage. This difficulty was experienced by the head teachers as well as by the other staff,. Because of the size of its student population, Whitaker may require its own head teacher team. If it is not possible or advisable to reduce the size of the program by creating smaller units, staggering the breaks between classes so that older and younger students take breaks at different times can reduce disruptions in the halls.

VI. Recommendations

Based on the evaluation findings and results from a follow-up evaluation of students in the 1999 program, the CIM Academy should be continued in future years. The following recommendations are offered:

1. Continue to develop and strengthen the curriculum and instruction. CIM Academy planners may want to consider the need for a strengthened focus on mathematics in grade five, calculations/estimations in grade seven and inferential comprehension in grades six and seven.

2. Improve the registration process to avoid a rush of registrations right before the start of the program, and formalize all testing dates early.

3. Program planners should determine the ideal enrollment balance between students who are meeting standards and those who are not, and expand recruitment to reach more students who need the program.

4. Curriculum planners should consider whether improvement in the quality of the writing and mathematics work samples is an important priority to address (for example, by adding a goal that X% of work samples will meet standards) and work out details of managing the work samples.

5. Some aspects of choice should be considered for the teacher training sessions, allowing teachers to decide which presentations they need to attend. Time for teachers to meet with their principals should be included in the training.

6. The student attendance policy should be discussed with principals. Program planners should decide whether a different policy that accommodates the needs of students who are absent more than twice during the summer should is needed (which would presumably reduce the dropout rate), or find a way to enforce the absence

policy across sites.

7. Program planners should consider ways to reduce the logistical problems created by large sites, including the use of a dedicated head teacher team or creating smaller sites to allow for more interaction across content areas.

APPENDIX A

Follow-up to 1999 CIM Academy Summer School Evaluation

Follow-Up to the 1999 CIM Academy Summer School Evaluation

Many of the students, teachers, staff and parents who participated in the 1999 CIM Academy summer school program agree that the program allowed students to gain vital academic support needed to succeed in meeting State and District standards in math and reading. The 1999 summer school evaluation demonstrated many of the students' successes by reporting summer-time gains made in State and District performance standards. This section of the evaluation will look back on those students who attended the CIM Academy in 1999, and attempt to measure how well they were able to continue their successes in the 1999-2000 school year.

As a follow-up to last year's summer school evaluation, we have looked at indicators that we feel demonstrate the students' performance after completing their summer school experience. Performance indicators include student attendance, as well as student achievement on reading and mathematics standardized tests. In addition, we compared the practice work samples created by CIM Academy seventh graders with their 1999-2000 eighth grade benchmark work samples.

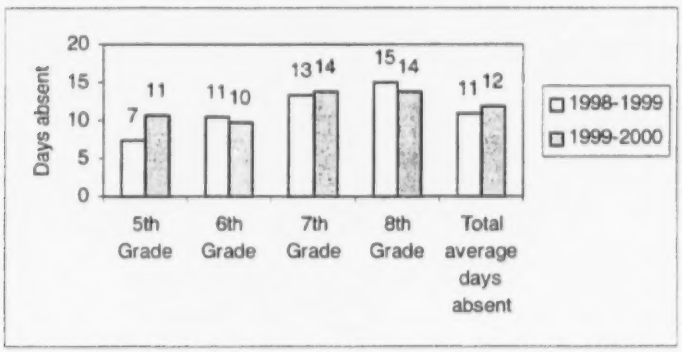
Attendance

The 1999 summer school curriculum was designed to be a hands-on learning experience of high interest to students. The program attempted to make students feel valued and challenged by maintaining small classroom sizes and a low teacher to student ratio (1:15). One hope was that this would result in fewer absences during the summer.

To see if there was a residual effect on attendance, Figure 14 shows the average number of days summer school 1999 participants missed in both their 1998-1999 and 1999-2000 school years. It can be seen that summer school sixth and eighth grade students (seventh and ninth graders in 1999-2000, respectively) missed fewer average days of school after attending the summer school program, seventh grade students missed slightly more days of school after the program, and the fifth grade class averaged nearly 3.5 more days missed after attending summer school. This increase in absenteeism follows a trend in which students moving from elementary to middle school have a decrease in average daily attendance. For the district as a whole in the 1999-2000 school year, students in grade five had an average daily attendance rate of 94.4%, while students in grade six had an average daily attendance rate of 93.8%–a decline of one day. Nevertheless, it still must be said that summer school attendance did not seem related to a dramatic decrease in absenteeism.

Figure 14

Average Number of Days Absent for 1999 CIM Academy Students
1998-1999 and 1999-2000 School Years



Test Scores

Figure 15 compares the average RIT score gains in reading for 1999 CIM Academy students with the average RIT score gains of students district-wide. Figure 16 compares the average RIT score gains in mathematics for 1999 CIM Academy students with the average RIT score gains of students district-wide. With the exception of the fifth grade CIM Academy participants, students who attended the summer 1999 program averaged greater improvement on these standardized tests. However, it is important to realize that students with lower achievement will typically make larger gains than the student population from which they are selected, due to regression to the mean and floor effects. It should also be noted that the eighth grade summer students are not included in these figures due to the fact that as ninth graders, they were not required by either the State or the District to take this test.

Figure 15

Average RIT Gains in Reading for 1999 CIM Academy Students and District Students–Spring 1999 to Spring 2000

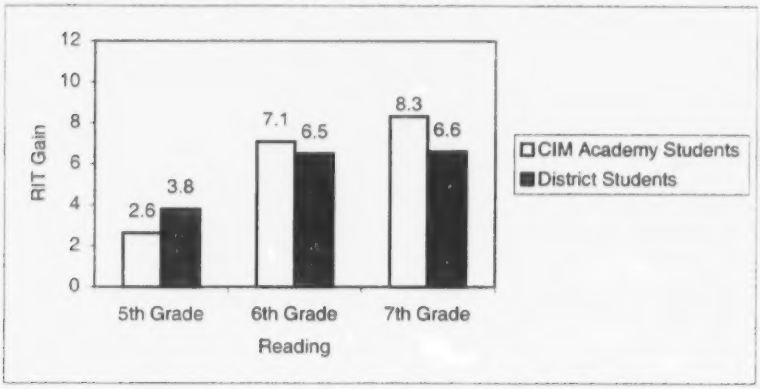
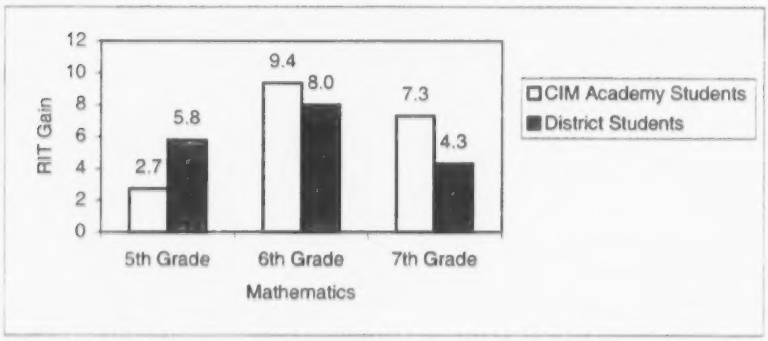


Figure 16

Average RIT Gains in Mathematics for 1999 CIM Academy Students and District Students–Spring 1999 to Spring 2000



Work Samples

Finally, we can measure students' continuing success after the 1999 CIM Academy program by comparing the seventh grade students' practice work samples with their actual work samples in their eighth grade year. All 1999 CIM Academy students were given an opportunity to prepare for their CIM work sample by completing one or more practice work samples in the summer program. Like performance assessment tests, all grade levels do not complete work samples in each school year. Because of this, only those students who were seventh graders in the summer program and completed at least one practice summer work sample

were compared with their actual eighth grade work sample(s) in the following school year.

Figures 17 and 18 compare seventh grade CIM Academy students' math and writing summer practice samples with their 1999-2000 actual math and writing work samples. Work samples completed during the summer program were considered a viable means to offer students a chance to practice on required work samples administered after the summer program. Although minimal movement can be seen with the writing work samples (a decrease of 3.5% meeting or exceeding standards), sizeable gains can be seen on the math work samples (an increase of 11.2% meeting or exceeding standards).

Figure 17

Mathematics Work Samples

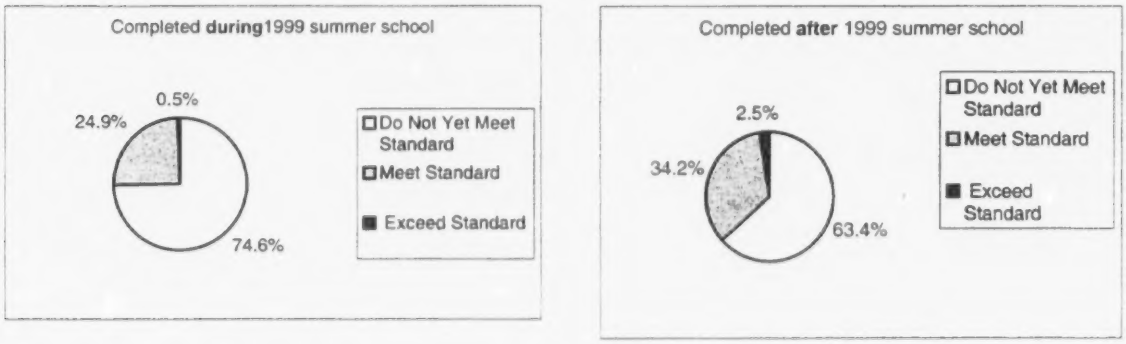
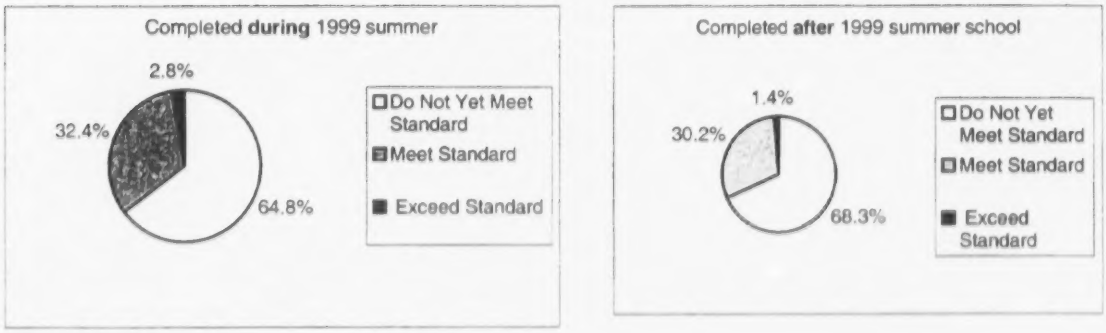


Figure 18

Writing Work Samples



APPENDIX B

Effect Size and Significance of Student Achievement Gains

Effect Size and Significance of Student Achievement Gains in Reading and Mathematics

	Grade 5	Grade 6	Grade 7	Grade 8
READING—Literal Comprehension				
N	214	215	157	142
RIT Gain	7.80	4.54	2.74	3.12
Significance	< .001	< .001	< .001	< .001
Effect Size	.74 [c]	.41 [c]	.289 [b]	.30 [b]
Educational Significance	Substantial	Substantial	Moderate	Moderate
READING—Inferential Comprehension				
N	214	215	157	142
RIT Gain	3.12	1.13	1.18	3.06
Significance	< .001	.083	.075	< .001
Effect Size	.27 [b]	.10 [a]	.13 [a]	.30 [b]
Educational Significance	Moderate	Not Significant	Not Significant	Moderate
MATHEMATICS—Calculations/Estimations				
N	227	230	174	156
RIT Gain	-.25	1.8	.97	5.21
Significance	.717	< .001	.133	< .001
Effect Size	.02 [a]	.20 [b]	.09 [a]	.50 [c]
Educational Significance	Not Significant	Moderate	Not Significant	Substantial
MATHEMATICS—Algebraic Relationships				
N	227	230	174	156
RIT Gain	.41	2.37	2.30	5.29
Significance	.575	< .001	< .001	< .001
Effect Size	.04 [a]	.26 [b]	.21 [b]	.46 [c]
Educational Significance	Not Significant	Moderate	Moderate	Substantial

Note: Interpretation of effect size: [a] .19 or less is not educationally significant, [b].20–. 39 is moderate significance, and [c].40 or greater is substantial significance. NSD indicates no significant difference.

APPENDIX C

Performance Levels and Cut-off Scores

Performance Levels and Cut-off Scores for State and District Multiple Choice Tests

Subject and Grade Level	Scale Score Ranges for Each Performance Level				
	Exceeds Standard	Meets Standard	Nearly Meets Standard	Low	Very Low
Reading/Literature					
Grade 5	231	215 -230	209-214	201-208	below 201
Grade 6	233	220-232	214-219	204-213	below 204
Grade 7	236	226-235	219-225	206-218	below 206
Grade 8	239 and above	231-238	223-230	208-222	below 208
Mathematics					
Grade 5	231 and above	215-230	210-214	202-209	below 202
Grade 6	234	219-233	214-218	206-213	below 206
Grade 7	236	226-235	220-225	212-219	below 212
Grade 8	239 and above	231-238	225-230	216-224	below 216

Based on the Oregon Department of Education "Description of the Oregon School Report Card Rating System and Formulas" Technical Bulletin, February 2000.

Note: Cut-off scores for grades six and seven are interpolations, not based on standard deviations.

APPENDIX D

Case Studies

Case Studies of CIM Academy Summer School Students

Two case studies were conducted to provide a student's perspective on the CIM Academy summer school. CIM Academy staff were asked to nominate one student who attended the program both in 1999 and 2000, and one who attended in 1999. The student described in the first case study attended the program in the summer of 1999, while the student described in the second case study attended the program in 1999 and 2000. In order to protect the anonymity of the students, fictitious names are used.

Case Study 1
Miles: 1999 CIM Academy Summer School

Miles is a European American student who lives in Northeast Portland. In 1998-1999, Miles was struggling through seventh grade. Now, thanks in part to the 1999 CIM Academy, his eighth grade test scores show that he is exceeding State standards in both reading and mathematics. A confident student who helps others with their work, he won first prize at his school's science fair and is planning to take an advanced mathematics sequence at Benson High School.

A DIFFICULT TRANSITION. When he started seventh grade, Miles was joining a group of students who had already been going to the middle school together for a year. Some had known each other since elementary school. A shy, quiet boy who likes biking, skateboarding, and Nintendo, Miles spent a lot of time as an outsider, watching the social interactions of the other students. For years, school had been difficult for Miles: he had been on an Individual Education Plan (IEP) since the third grade and attended three different schools in three years. In the sixth grade, he was reading at a third grade level.

EXTRA HELP DURING THE SUMMER. Initially, Miles wasn't invited to attend the 1999 CIM Academy, since it was focused on students who were in the fifth and eighth grades during the 1998-99 school year. But his mother thought that " . . . doing something in reading and math would help keep him from losing ground in the summer." She asked the summer school principal if Miles could attend anyway.

It was easy for a shy student to get lost in the large classes held during the regular school year, but the CIM Academy summer school reading and mathematics classes were smaller. This made it easier for Miles to get to know the other students in the class. In addition, his summer school math teacher was a familiar face because she had also been Miles's seventh grade math teacher. Knowing her made it easier for Miles to feel comfortable going to summer school. Since the classes started earlier and ran for half a day, students had time to socialize in the afternoon. Miles often had lunch and went swimming with students from his

class. His math teacher encouraged the students to interact socially, and even went swimming with them after school. "I met a lot of my friends that are my best friends now in summer school," Miles said.

Miles had a first year teacher for his reading instruction. This teacher used the students' own experiences and his own personal accounts to teach writing, strategies that engaged Miles. But it was in mathematics that the most dramatic change took place in Miles' performance. Students worked in small groups to solve problems, making the class interactions more engaging and comfortable. The small group problem solving approach changed the way Miles thought about mathematics. As Miles put it, "About halfway through the summer school program we started getting into fractions and harder stuff that I had a problem with earlier during the previous year. We started to take time out with separate members of the classroom that we knew. It wasn't necessarily a game, it was more like a project, using certain numbers over other numbers and trying to find out the answer. But it's put into the format of a game." This experience helped Miles to see mathematics as more than a set of abstract rules. "It started to open it up to a whole different field, because before I knew all the rules, but I didn't think of it as a thing that was really used."

"Something just clicked with him for math and it was astounding," Miles's father said. "He fell in love with mathematics. Things just started making sense to him. He went from being on an IEP to one of the top students in the math class."

ON THE HOME FRONT. Miles's progress in the summer school program was supported at home. During the year, his parents "practically had to sit on him to get him to read." Following advice from her brother-in-law, a sixth grade teacher, Miles's mother and father took turns with him reading passages from books, like J.K. Rowling's Harry Potter books. His father said, "It became a problem. He was reading so much he wasn't getting enough sleep. He went from one extreme to another." His mother said that they "noticed a change in his reading in a month. It was more expressive." Miles's mother also spent more than an hour a night helping him with math.

THE RESULTS. After the CIM Academy summer school, this help with homework was no longer necessary. "He hardly had to bring math homework home, because he was completing it in school, and then helping other kids with their work," his mother said. The confidence and skills Miles gained in the CIM Academy summer school helped him to succeed in the eighth grade. No longer in need of an Individual Education Plan, Miles's Spring 2000 Oregon State test scores indicate that he is exceeding State standards in both reading and mathematics. His social life has improved, too. He now plays basketball at lunchtime with a group of friends, and is very much included in the group.

This success had an effect on other areas of schoolwork, too. When the eighth grade science teachers at his middle school decided to have the school's first Science Fair in years, Miles decided that he was going to take first place. He considered a number of ideas. After discussing the project with his shop teacher, Miles decided on a project with a dramatic prop that would grab people's attention: a tornado generator. Working from a design in a dictionary, he worked on the project every day after school for three weeks. He adapted the plans, substituting materials and doing research on tornadoes on the Internet. After the vote at the evening Science Fair, his enclosed chamber with a tornado vortex whirling inside was voted the best project.

During the summer of 2000, Miles attended summer school again, but for a different reason. Instead of trying to catch up, he was moving ahead. He started at Benson High School in the fall 2000, and he is taking algebra, the most advanced math class offered for freshmen. And to get ready for it, he took algebra at Benson's summer school.

Case Study 2
Ali: 1999 and 2000 CIM Academy summer school

Ali is an African American student who lives in North Portland. He likes to go to movies and the mall, swim and play basketball. Ali attended the CIM Academy for two summers: the program at SEI in 1999 and at Ockley Green in 2000. Ali and his father decided that he should go to the CIM Academy summer school to improve his test scores in reading and mathematics and to keep on track to earn the Certificate of Initial Mastery in grade 10.

1999 CENTER FOR SELF-ENHANCEMENT, INC. In 1999, Ali attended the Self-Enhancement, Inc. (SEI) summer program that operated in parallel with eight Portland Public Schools CIM Academy summer sites. Ali enjoyed the 1999 SEI program, which used a combination of academic classes and group recreation activities. "It was fun," Ali said. The SEI recreation program started at noon, and participants rotated through an array of activities. "We did all kinds of stuff, basketball, kickball, community outreach and life skills." He recalled a community outreach activity in which the students cut weeds and cleaned up at the zoo, and an activity in life skills during which they watched movies about celebrities who came from difficult circumstances and succeeded. Ali credits the life skills activities for helping him stay out of trouble.

2000 CIM ACADEMY. While he found it difficult to wake up in time for the earlier starting time for the 2000 CIM Academy summer school, Ali found that the early start helped "because you are brighter early in the day." He believes that students get more work done in

the morning, and are more rowdy in the afternoon. "In the afternoon, people play in their classrooms."

Ali thought that the CIM Academy had smart teachers who " . . . knew a lot about what they were teaching. They taught extra things, like math strategies, ways to divide without dividing. The literature teacher taught us a little bit of French." The teachers tried to find out what help the students needed. While some students wouldn't speak up when they didn't understand the instruction, the teachers would draw them out by asking questions. "Some students won't say anything but the summer school teachers find out what you need help in." He also enjoyed the new instructional approaches. In the math class, ". . .we had partners, and we were able to compare ideas and different ways to get answers." In the CIM Academy reading class, Ali read stories and then answered prepared questions.

THE RESULTS. Ali benefited from the 1999 SEI summer school program. It gave him early exposure to the math curriculum he would be working on in the eighth grade. "When I got to the eighth grade it was the same math." As a result, he went from testing below the District standard in mathematics in grade seven to meeting it in grade eight. Ali did well in the 2000 CIM Academy summer school as well, receiving 4s and 5s out of a possible 6 points on all his reports. His math and reading skills improved; at the end of the CIM Academy in 2000 he was exceeding the State standard for reading achievement. The movies about celebrities who came from difficult life circumstances and succeeded helped him too. "I didn't get in as much trouble as I used to," he said.

In addition to the CIM Academy, Ali participated in the Oregon Mathematics, Engineering and Science Achievement (MESA) program during the summer of 2000. This Portland State University project is intended to provide tutoring, independent study groups, academic advising, and other education support services to middle- and high-school students from the Portland metropolitan area. It is intended to increase the number of historically underrepresented minorities in professions related to mathematics, engineering, and physical science. Ali hopes to have a career in computer animation.

As for his experience in the CIM Academy summer school, Ali said, "I had a good time going and I learned a lot of stuff."

APPENDIX E

Parent Satisfaction Survey

CIM Academy Summer School

Please complete the Parent Satisfaction Survey and return by August 31st or as soon as possible. We want to improve the summer school experience for your student. Your answers will help us be sure we have an accurate picture of what families think of their child's school. The study will only be useful, however, if everyone who gets the survey expresses their opinion.

If you have any questions, please call (503) 916-3410 or 916-5783 ext. 414

Thank you for your help!

Please answer the following questions about your child at _____ Summer School. A=Strongly Agree, B=Agree, C=Disagree, D=Strongly Disagree	Agree		Disagree		Not Sure
1. I know what my child needs to do to meet the State's Benchmarks.	A	B	C	D	E
2. My child is learning what he or she needs in order to reach State Benchmarks in reading, writing and math.	A	B	C	D	E
3. My child is learning what he/she needs to learn in other subjects.	A	B	C	D	E
4. Overall, my child's summer school is a good one.	A	B	C	D	E
5. My child's summer school is an open, inviting and welcoming place.	A	B	C	D	E
6. My child's summer school is kept in good condition.	A	B	C	D	E
7. My child's summer school is a safe place.	A	B	C	D	E
8. I was comfortable communicating with staff at my child's summer school.	A	B	C	D	E
9. Comparing this year with last year, do you think the overall quality of instruction in the CIM Academy Summer School is: A = Getting Better, B = Staying the same, C = Getting Worse, D = Child was not in summer school last year, E = Not Sure	A	B	C	D	E
10. Other: _____					

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APPENDIX F
Interview Protocol

Interview Protocol

CIM Academy 2000

1. What aspects of the CIM Academy are the most helpful to students? Why?
2. What are some of the major barriers to effective implementation of the CIM Academy?
3. What has been the greatest overall impact of the program on students?
4. What has been the greatest overall impact of the program on teachers?
5. What has been the greatest overall impact of the program on families?
6. What one aspect of the program would you change for next year?
7. What else would you like to say about the CIM Academy program?

APPENDIX G

Evaluation Agreement

Portland Public Schools
Research & Evaluation Department

PROGRAM EVALUATION AGREEMENT

Project Title: CIM Academy Summer School

Client(s): Betty Campbell, Coordinator

Evaluators: Fredrick King, Stephanie Mitchell

EVALUATION QUESTIONS

1. How was the CIM Summer Academy curriculum designed? What process was used to develop the instructional program?
2. How many and what types of students (by grade, gender, ethnicity, and achievement category) participated in the CIM Academy Summer School Project?
3. How did the program operate at the eight sites?
4. To what extent did CIM Academy participants who were below State and District standards show improvements in meeting the standards in reading and mathematics?
5. To what extent did students complete required work samples?
6. What other effects did the program have on student achievement?
7. What other outcomes did the program have?

Required Reports: CIM Academy Evaluation Report

Date due: October 2000

Approved by:

Betty Campbell, Coordinator, CIM Academy Date

Jacquelyn Sage, Summer School, CIM Academy Date

Stephanie Mitchell, Assistant Director, Research & Evaluation Date

Fredrick King, Evaluation Specialist, Research & Evaluation Date

APPENDIX H

Summer School Coordinator's Report

Report to the Superintendent
CIM Academy Summer School 2000

SUMMER SCHOOL A JOURNEY OF LEARNING

Summer School Levels	Number of Sites	Number of Students
CIM Elementary School	13	685 *
CIM Academy (5^{th} – 8^{th})	8	1,391
High School Semester Waivers	3	800 *
Jefferson 9^{th} Grade English	1	66
TOTAL		**2,942**

* Several more schools had summer school funds through the Title funds and other grants. Those schools are not included in this report. See Appendix for other summer program numbers.

Funding Sources

General Funds (City Funds)	400,000
Title I	398,000
Title VI	100,000
ESL Grant Funds	17,900
Registration Fees	11,250
Out of District Tuition	12,000
Carry-Over Funds	14,495
TOTAL FUNDS	**$953,645**

Achievement is reported by:

- Work Samples
- Pre & Post Test Assessment
- PALT Test
- High School Grade Reports
- High School Credits Earned

Report to the Superintendent
CIM Academy Summer School 2000

OVERVIEW

This was the second year of CIM Academy for students in grades 5 – 8 who needed an extra opportunity of time to achieve Portland and Oregon's benchmarks. Close to 6,125 students were served through all summer programs in Portland Public Schools. Oversight of the CIM Academy Summer School program is by Alternative Education Services.

ENROLLMENT

See charts in the Appendix.

COLLABORATION

Once again the City of Portland gave significant financial support of $400,000 to help students achieve more. This partnership with the City of Portland is greatly appreciated!

Other collaborations took place with Parkrose paying tuition for 30 fifth grade students to attend Gregory Heights. Self Enhancement Inc. partnered with staff members in the classrooms at the Whitaker Middle School site. Portsmouth hosted 10 students from Korea who were eager to learn English.

A special thank you to the CIM Planning Team who met monthly starting in December to make this year go more smoothly. Instructional Specialists listened to and revised curriculum. The fifth grade curriculum was rewritten in math and language arts. The $6^{th}/7^{th}$ math curriculum was entirely written by one of the head teachers.

$100,000 was used for CIM Elementary Grants from the City of Portland gift. 13 elementary schools were awarded grants up to a maximum of $10,000. We thank the elementary schools' principals and staff for managing their grants.

$100,000 was used to provide 800 High School Semester Waivers for the Summer Scholars (high school) Program. Students paid tuition to attend Summer Scholars.

The CIM Academy budget also funded English classes at Jefferson High School. More details are contained in a separate Summer Scholars high school report.

CIM Elementary Summer School Grants

FACT SHEET

Site	Grade Level	Total Enrollment	# of Days	Hours Per Day	Attendance Rate Average	Additional Other Funds
Applegate	K-4	33	19	3	81%	Title I & Private
Ball	K-4	83	18	2	88%	Title I
Beach	K-4	79	19	3	80%	Title I
Clarendon	K-4	56	14	3	91%	Title I
Duniway	K-4	27	9	3	95%	None
Grout	K-4	43	28	1.5	93%	Title I
Humboldt	K-4	62	16	3	83%	Title I
Kelly	K-4	49	13	3.75	87%	Title I
Lent	K-4	46	19	3	96%	None
Marysville	K-4	52	19	2.75	93%	None
Vestal	K-4	39	15	3	94%	PPS Foundation
Woodmere	K-4	95	18	2.5	90%	SUN Program
Youngson	K-4	21	17	3	89%	Title I

CIM ELEMENTARY PROGRAMS

The 13 sites above focused instruction on reading, writing, math or a combination of these. All of the schools kept class sizes at 15 or less.

Almost every principal remarked that the small class size helped with more direct student involvement in the curriculum. Principals also reported that smaller class sizes helped to lower student discipline problems. This could make a difference in student learning.

CIM Academy Summer School 2000

SUMMER SCHOOL A JOURNEY OF LEARNING

ATTENDANCE

Overall, reports from the CIM Academy Principals regarding classroom instruction, behavior, enrollment attendance, and staff morale have been positive. Student enrollment the first day of school was 1391 and 1170 at the end of the fifth week. Class sizes were limited to 12 students in the fifth grade and 15 students in the sixth, seventh and eighth grades.

CIM ACADEMIC MIDDLE SCHOOL DATA

School	Week 1		Week 2		Week 3		Week 4		Week 5		
	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Number Enrolled	Percent Attendance	Average Percent Attendance
Binnsmead	155	91	147	91	141	91	132	92	122	88	91
Gregory Hts.	170	78	174	86	154	90	151	90	144	81	85
Kellogg	170	95	170	88	162	94	155	92	145	93	92
Lane	152	89	145	86	138	87	132	85	129	91	88
Ockley Green	147	100	129	71	124	93	128	91	128	92	89
Portsmouth	135	100	118	98	117	86	112	88	101	85	91
Whitaker/SEI	352	100	323	83	312	91	312	95	312	92	92
Wilson	110	100	91	96	89	97	89	94	89	89	95
Total Enrolled, Average % Attendance	1391	94	1297	86	1237	91	1211	91	1170	89	90

SITES

CIM Academy was conducted at 8 Summer Schools Sites: Binnsmead, Gregory Heights, Kellogg, Lane, Ockley Green, Portsmouth, Whitaker, and Wilson HS.

CURRICULUM

District staff redesigned the CIM curriculum in reading, writing, and math to increase academic scores for students who tested below benchmark. The 5th grade completed assignments in literal & inferential reading comprehension, a writing response journal, and math assignments in calculations and estimations. The 6th/7th and 8th grade curriculum remained the same as CIM Academy 1999 with the exception of the changes made to the 6th/7th math component.

STAFF

The number of staff employed by the CIM Academy Middle School program for PPS sites:

Coordinator	1	
Principals	8	
Teachers/Head Teachers	123	(4 Designated Specifically for ESL)
Secretaries	9	
Educational Assistants	21	(4 Designated Specifically for ESL)
SEI Provided On-Site Classroom Staff	16	

CIM CLASS SIZE

Both students and staff reflected on how smaller class size helped to foster relationships between the students and teachers. Student on task time was maximized and individual attention to student needs was increased. Smaller class size also appears to reduce issues related to classroom behavior and student discipline. CIM Academy Summer School had just one hearing on discipline last year and one this year.

CIM STUDENT SELECTION

We invited all 5th, 6th, 7th, and 8th grade students that were below State benchmarks. Students applied who fell above the State benchmarks in one content area and below in another were accepted. Some students have high test scores but have not completed their work sample. They were accepted to CIM Academy Summer School. Student instruction ran from June 26th through July 28th or 24 half days.

STAFF DEVELOPMENT AND FAMILY GOAL CONFERENCES

The first week (June 20th –23rd) is dedicated to staff development in specific reading, writing, and math lessons. Thursday afternoon and evening is dedicated to family goal setting conferences. There are academics, attendance, and behavior goals set. The eight sites ranged from 50% to 100% of family conferences in person or by phone by the second week of classes. Both families and staffs commented on the importance of these goal-setting conferences to each students individual learning needs. Staff recommends these for during the regular school year.

CIM Academy Summer School– Grades 5 - 8

STAFF SUGGESTIONS FOR 2001 (Lessons Learned)	PROGRESS FOR 2000-2001
• Decide budget by October 15, 2000	
• Dates are decided for 2001: Staff Development June 18-22; Family Goal Conferences on Thursday, June 21st; Student dates for grades 5-8 are June 25th-July 27th (24-half days) – Wednesday, July 4th is a holiday (no school). **Communicate information to schools to inform families and teachers early (starting with the October 25th School Fair and November Conferences) in order for family planning of vacations, camp, doctor/dentist appointments, etc.**	CIM Planning Team Meetings will start in December 2000.
• Have schools include on report cards and in family conferences "student needs to attend summer school".	
• Expect attendance **all** 24 days.	
• Organize more staff and student incentives.	
• Charge tuition for elementary and middle school students. Dr. Canada would like every family to invest a minimum monetary amount (to be determined).	
• Charge $15.00 per student (all students - up to 2 per family) if registered and paid before May 1, 2001. $25.00 per student (all	

students – up to 2 per family) for registrations between May 1 and June 1, 2001. Late registrations accepted on-site at Summer School sites only on June 21, 2001 $30.00 per student.	
STAFF SUGGESTIONS FOR 2001 (Lessons Learned)	**PROGRESS FOR 2000-2001**
• Work on more specific curriculum for ESL Newcomers/Beginners and Special Ed SLC-A and SLC-B classes.	
• Contact Web Master earlier with information to be posted regarding summer school. Have posted in time for October School Fair and November conferences. (Mid-September).	
• Tri-Met schedules, tickets and passes (provided by other departments) need to be on site before summer school starts.	
• We need additional K-4 summer school sites city wide.	
• Principal & Head Teacher applications need to be available in December. Other Staff applications need to be available in January.	
• Textbook and supplies need to be ordered in March with a deadline of April 15th.	
• Testing and work sample due dates need to be in place and published for staff and parents on Staff Development days and Family Goal Conferences.	

APPENDIX

CIM Academy Summer School 2000

SELECTED STUDENT REFLECTIONS PAPERS AND PARENT COMENTS CARDS

STUDENT COMMENTS

Some things I learned that I could teach a friend . . .

Gloria: "I would recommend summer school to anyone because it is fun and because you get a head start in the next grade. I would go to summer school again in a heartbeat."

Deim: "Some things I learned that I could teach a friend are how to be organize and how to raise your voice so you won't be scared of the bigger boys in high school. I could teach about a new way to multiply fast. I could teach my friend how to be creative. I think I should teach my friend about these things because it would make my friend faster, organized and make my friend a new person."

Elydia: "We learned problem solving that took a lot of thinking."

Shatoya: "I learned my fractions and I learned my division problems."

Quy: "I could teach a friend how to stand up for himself."

Something I want to learn more about is . . .

Angelica: "I want to learn more about; fractions, decimals, ratios, sentence fluency."

Haeli: "Something I want to learn more about is the computer that's my favorite. I want to learn about photo shop and front page."

Victor: "Something I want to learn more about is Math and English, I want to solve difficult problems and read difficult texts."

Max: "I want to learn more about math and reading. They are fun."

Some things we did . . .

Molly: "We learned six different languages because there are people form six different countries in my class. There are Chinese, Russian, Spanish, Korean, Croatian, and Vietnamese. The first time we learned it I thought it was very hard especially Russian, the words are so long. But after a week it got easier. We had four words to learn, hello, goodbye, thank you, and please. Now I can say them all without looking. If you want to have fun like I did go to summer school! I feel so special summer school is the best. We did a lot of things together we get to know each other helping each to do teamwork. I don't believe it. It's like being in Disneyland."

FAMILY COMMENTS

Family Member:

> "Dear Administrators of Portland Public Schools:
>
> I must express my gratitude to one of your summer teachers affiliated with the CIM Academy Summer School. Mr. B. is, without exception, the best teacher my daughter has ever had. He is outstanding in his approach with students in that he listens with his whole being; eyes and body stance he teaches with enthusiasm. He obviously loves what he does for his vocation and his quest for knowledge is passed to his students. I hope you know what a treasure you have in him. Thank you and Mr. B. for providing such a rich experience."

Family Member:

> "We need more concrete communication on report cards from reading and writing. We want more than 'Yes, homework was completed.'"

Family Member:

> "Could we have pre and post test scores in Language Arts?"

APPENDIX

Portland Public Schools
Summer School Programs

Program	# of Sites	Capacity	Registered
CIM Elementary (K-4)	13 Sites	765	685
CIM Academy (Middle School)	8 Sites	1434	1391
Summer Scholars High School (includes Jefferson 9th English)	4 Sites	2725	2575
Title 1 Programs (not CIM Elem.)		556	501
Contract Programs		281	281
Special Education (Extended School Year)		160	160
Special Education (ERC, ILC, SLC-A, SLC-B included with CIM Academy)			
ESL (included with CIM Academy)		0	0
Migrant Education (ESL)	1 Site	225	202
Indian Education	1 Site	40	37
Atkinson	1 Site	128	124
Boise-Eliot (SEI)	1 Site	40	40
Maplewood (Paid Tuition)	1 Site	75	71
Jackson (ART)	1 Site	120	58
Roosevelt Title VII	1 Site	80	Unknown
TOTAL:		**6629**	**6125**

APPENDIX

Summer School Dates 2001

ELEMENTARY

- To be determined by individual schools. Principals are the coordinators.

CIM ACADEMY SUMMER SCHOOL

- Current Grades 5th – 8th, Below State Benchmarks.
- Family Goal Setting Conference:

  Thursday, June 21, 2001 (Afternoon and Evening Sessions Available)

- Student Days:

  June 25, 2001 through July 27, 2001 (Wednesday, July 4th is a holiday)

- Funding: General Funds, Local Option, Title I, Title VI, ESL, Special Ed, etc.
- Betty Campbell and Jacque Sage are the Coordinators.
- Oversight of the CIM Academy Summer School program will be by Alternative Education Services.

SUMMER SCHOLARS HIGH SCHOOL PROGRAM

- High School level classes to make-up a failed grade, to improve a passing grade, or accelerated course work.
- High School, grades 9th – 12th. 8th graders with Counselor's approval.
- Student Days:

  Session 1: July 9th through July 27th

  Session 2: July 30th through August 17th

- Tuition based program for high school credit.
- Chet Edwards is the Coordinator.
- Oversight of the Summer Scholars High School program is by Alternative Education Services.

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Chet Edwards, Alternative Education Coordinator

Betty Campbell, CIM Academy Coordinator

Jacque Sage, CIM Academy Coordinator

Merced Flores, Chief of Staff

Linda Harris, Assistant Superintendent

Carol Matarazzo, Assistant Superintendent

Teresa Rosalez, ESL Director

Jean Fisher, Special Education Assistant Director

Heidi Maxfield, ESL Coordinator

Larry Betten, Human Resources

Kathryn Anderson, Title I

Carolyn Leonard, MC/ME Admin.

Deb Carroll, Alternative Education Support Staff

Janice Dole, Summer School Support Staff

Linda Castenada, Special Education Support Staff

Andy Clark, Curriculum Content. Specialist

Marcia LaViolette, Middle School Language Arts Specialist

Melissa Dragich, Special Education Instructional Specialist

Cherie McGrew, Curriculum Coordinator

Denise Larson, Curriculum Coordinator

Kacy Anglim, DOSA Instructional Specialist

Linda Christiansen, District Intervention Specialist

Tim Lauer, Instructional Technology

Kathy Young, Elementary Instructional Specialist

Cynthia Cosgrave, Immersion Coordinator

Gene Bivens, Kellogg Summer Principal

Victor Curtis, Portsmouth Summer Principal

Joseph Galati, Whitaker Summer Principal

Marcia Johnson, Ockley Green Summer Principal

Tou Meksavanh, Gregory Heights. Summer Principal

Namita Nag, Lane Summer Principal

Pam Sesar, Wilson Summer Principal

Jack Shorr, Binnsmead Summer Principal

Karen LaMorticella, Head Teacher

Victoria Lewis, Head Teacher

Kate Farrell, Head Teacher

Lori Flowers, Head Teacher

Marilyn Moss, Head Teacher

Ken Reiner, Head Teacher

Anne Ryan, Head Teacher

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